

Description

In this lesson ss are going to learn the new vocabulary of: Earth, tiger, forest, destroy, died out, plain, hope, pay attention, natural ,through guided discovery, then they will have jigsaw reading activity and finally reinforcement by controlled practice.

Main Aims

- To provide gist, scan and detailed reading practice using a text about Endangered animals in the context of Saving nature

Subsidiary Aims

- To provide process and product writing practice of a story in the context of nature

Materials

- matching HOs, projector, power point, WB(*Vision, 10th grade*)

Background

Class profile

The students in this class are girls between 15-16.The class is Turkish-Persian in Liqvan village .one of them is very naughty and one is very intelligent.

Assumptions

I assume that ss are not familiar with any of the new words but they are familiar with most of exercises.

Personal aims

I hope to motivate ss to read more texts to improve their reading and consequently speaking.

Timetable Fit

This lesson takes place between 11 am and 12: 15 on Sundays.

Ss have been in class recently and are familiar with different exercises.

Anticipated Problems & solutions

Problem: ss may have some problem with pronunciation

Solution: more drills like back chaining.

Problem: ss may have some problems in completing the sentences

Solution: error correction, feedback and drilling.

Stage	Procedure	Materials	Interaction Pattern	Time	Comments
Warmer/Lead-in To set lesson context and engage students	T greets ss T projects last session's new words and asks ss to remember the new words in groups ; wolf, leopard, cutting trees, putting out the fire..	OHP, HO,	WC, PW, T, ICQ, CCQ	10	
Exposure To provide a model of the task and highlight useful words and phrases	T gives divided pictures of new words(Earth, tiger, forest, destroy, died out, plain, hope, pay attention, natural) and asks ss to match them T asks ss match the pics with words T projects new words T asks ss to check their answers	OHP	CCQ, WC	6-8	
Task To provide an opportunity to practice target productive skills	T asks ss to start jigsaw reading activity [T makes 4 groups of ss and gives each paragraph of the reading text (4 paragraphs) to a student, therefore every s in each group has different part of the text, then T asks different groups, those who has got the same paragraph come together and read their part carefully , they don't need to remember it, after that T asks ss to go back to their groups and each explains her paragraph. T displays the recorded voice of reading activity to make sure that all of ss have read the text and make weak ss involved in context	HO	GW, T, PW, ICQ	20	
Planning To provide an opportunity to plan students' reports	T gives HOs including multiple choice questions, True, False, matching halves T asks ss to check their answers in pairs T asks ss to explain their answers T asks ss to turn their papers, the answers are there	HO,	PW, WC, T,ICQ,CCQ	10	
Report To allow students to report on how they did the task and how it went	T writes three sentences of matching halves on the board T asks ss to explain their answers in groups T checks possible problems (meaning, pronunciation, form)	WB	T, GW,CCQ	10	
Language Analysis To clarify the meaning, form and pronunciation of the	T projects the new words again and asks the ss to repeat them T corrects pronunciation and meaning problems.	OHP	WC, CCQ	6-8	

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Stage	Procedure	Materials	Interaction Pattern	Time	Comments
task language					
Language Practice To provide students with practice of the task language	T projects a story (4 pictures) T asks each group (4) to write a part of story T asks each group to read it' own story maybe it sound crazy and make them laugh ,so there will be a cheerful lesson with lots of information given to students.	WB	GW, WC, T, CCQ	10	

Abrivations:

Wc: whole class

Pw: pair work

CCQ: concept checking questions

ICQ: instruction checking questions

OHP: Over head projector

WB: white board

HO: hand out

T: teacher

SS: students